

# UJ Toolkit for off-campus teaching & learning 2020

This document has been compiled to assist you in becoming a successful online lecturer/facilitator and familiarise you with the online learning environment. We shall provide you with information on the use of the required tools and skills to access and utilise your Blackboard module components, develop resources, and other information needed to successfully teach off-campus.

## Mind switch from blended teaching and learning to fully online teaching and learning

Moving to a fully online mode of instruction suggests an appropriately designed learning experience that is facilitated by knowledgeable educators, catering for all learning styles and makes use of multiple instructional strategies. In essence, in the online learning environment, the control is handed over to the student and the lecturer facilitates and guides the process of learning. This said, a personal presence, constant guidance and feedback on the part of the lecturer, are of the key features that make an online module successful.

Teaching and learning must be planned with a fine balance between quality and quantity, whilst being mindful that our students are 'remote' with limited internet access and possibly only a mobile device to learn with/from. Everything that would normally take place in the lecture room, during tutor sessions, in private consultations etc., will take place online in your Blackboard module.

Please inform your students that **Chrome is the preferred browser** when using Blackboard.

[Click here](#) to download the most recent version of Chrome

[Click here](#) to find out how to access **Blackboard**, without using uLink

### Suggestions:

- Ensure that all content required to teach off-line is backed up on your laptop/desktop/in the cloud.
- Update your browser to the latest version here - [check my browser](#) (follow the link and check red text boxes if update required).
- Ensure your anti-virus software is activated and/or updated.

### Important note:

- **Videos uploaded** to Blackboard should only be **3 – 6 minutes in duration** (size is approximately **10MB**). Students may not be able to access or view longer videos due to data constraints, which then puts them at a disadvantage. This includes YouTube videos and Blackboard Collaborate recordings.
- This applies to all references made to videos and audios in this document.

## Overview of content

- Basic elements to include in a module
- Moving online is all about planning well
- Preparing your content, building your module and using Blackboard effectively
- Compiling assignments, assessments and other online activities
- Online communication
- Online lecturing
- Use of Blackboard tools to enhance teaching and learning
- Support

## Basic elements to include in your module to ensure students continue to learn

For students to successfully continue with their learning, a few basic elements must be included in an online module. These are: a **Learning Guide**, an **overview** of and introduction to the learning content, an overview of **activities** (assignments, assessments, projects, etc.) that students are expected to complete and content in various formats.

**Overview** of the entire module - explain how this module fits into the programme as a whole.

**Learning Guide** - attach the current guide that contains: faculty rules and regulations, module name and code, purpose of the module, exit level outcomes with assessment criteria, calendar with time lines pertaining to submission and test/examination dates, information regarding prescribed textbook/s and other learning materials as well as official faculty documents that students may require.

\* **Plagiarism declaration** - include the standard Plagiarism Declaration in your module to create an awareness of ethical use of information.

[Click here](#) for the Plagiarism Declaration

**Introduction** - introduce the content that is to follow as well as what is expected of the students.

**Overview of activities** - assignments, assessments, tasks and all other activities.

**Outcomes** - clearly specify the outcomes linked to the content covered.

**Content** - Word/pdf documents, slides, articles, videos, audios, etc.

**Additional learning materials** - articles, links to readings, URL links to videos, etc.

**Summary of content** - short summary of key ideas and concepts covered and introduce next theme/topic.

When your module is finalised, work through the entire module thoroughly, to ensure that you have included all materials required and that there is a logical flow to the module. Inform students to download and save all content and work offline, where possible, to save data (Internet costs).

[Click here](#) for a Design Template

## Moving online is all about planning well

- Your Learning Guide, with all relevant outcomes and assessment criteria stated, should determine what materials and information you are going to place online.
- Ensure that your outcomes and assessment criteria are aligned to the programme/qualification.
- Gather all relevant information such as curriculum documents, Learning Guide, rubrics, assessments, assignments, project briefs, reading materials, presentations, video clips, suggested readings, list of applicable web links, etc.
- Complete the Design Template or develop your module using the template as a guideline.
- List all materials required that needs to be developed or sourced.
- Pay attention to technical requirements – not only for design and development but also for deployment of your final product.
- Take students' technical skills and accessibility into consideration when compiling activities or assignments that require additional tools or software.
- Produce media required such as slides, video clips and YouTube videos.
- This is time consuming and may require input from others – so plan well.
- Source additional content other than the Learning Guide and general readings – always keep your audience engaged!!!
- Copyright is an issue – please keep a reference list of all articles and books used, and upload it into your module once your campus library has been informed and returned the form to you.

[Click here](#) to view the DALRO procedure

[Click here](#) to download the DALRO form

- The format and size of material/s provided is extremely important as students will need to download and not necessarily work online.
- Other than interactive games and online collaboration, try to design activities that can be completed in an 'offline' mode.
- Create real-world, authentic assessments, assignments, and other activities.

## Preparing content and online materials

You may use a variety of tools to present content to students. We suggest that you plan this carefully - keeping in mind that students may have limited data. It would be ideal if students could download the bulk of their learning materials and work off-line. Working online generally should be limited to short, structured virtual sessions (if any), taking tests and submitting work.

Before presenting content to students, you need to clearly indicate what input (outcomes) and output (activities) is required on the part of the students as these are closely linked to the content. Supply clear, guiding instructions on how to 'deal' with the content. Simplicity is the key to keeping data usage low and not overwhelming students with too much detail/material.

- Content needs to be moulded for the online environment
- Avoid using images not relevant to the topic/content
- Long academic texts should not be read online - rather supply articles or documents in a PDF format
- Supply links to additional learning materials
- Try to include reflective questions to keep students engaged
- Define complex concepts in full detail; a glossary with terms or definitions is useful
- Too much information generally results in scanning, possible loss of interest or missing of essential information.

Smaller chunks do not require scanning – we tend to read if less information is presented to us. 'Feed' a little at a time – starting with basic concepts and building on them. Present content in smaller, digestible **chunks**;

- 'Chunking' is basically summarising content and highlighting key issues
- When chunking content, use short sentences with 1 or 2 ideas per sentence only
- Use short paragraphs with detail-rich information
- Make use of bulleted list, graphs, tables, mind maps or infographics to present chunked content instead of text
- Bulleted list, graphs, tables, mind maps or infographics need to be clear and uncluttered
- Key concepts or phrases may be in **Bold**
- When chunking, guard against too much information and rather expand on vital information
- Use bullet points to present small chunks of information.

## Technical help with your online materials

Here you will find information on how to present online content, prepare for, and record lectures, develop slide presentations (with or without audio) and record audios. Uploading and embedding video and audio files onto Blackboard. Most of your documents for the online environment need to be uploaded in a pdf format which is done using Adobe Pro. To get **Adobe Pro**, go to **TOOLS** in **uLink** or;

[Click here](#) to login in to uLink, go to Tools to request Adobe Pro

Refer to the [UJ Online Teaching Toolkit](#) for additional instructional videos and information. The Toolkit is available under Organisations.

## Compressing video (MP4) and audio (MP3) files

There are also external tools to help reduce the size of videos and audio files. [Handbrake](#) is a useful tool for video compression on both Windows & Mac. [VLC Media Player](#) can also be used to compress files size

## Pre-recorded lectures - audio (MP4)

There are various tools that you may use to record videos such as your laptop, phone or tablet. You may even record sessions on Blackboard Collaborate Ultra. Compress selfmade videos (using Handbrake or VLC Media Player) before uploading to Blackboard.

## Pre-recorded lectures - video (MP3)

The size of an audio recording averages 1MB for every minute recorded. Please be aware that long recordings require a fair amount of data on the part of the student.

[Audacity](#) is free easy-to-use **audio editor** to create podcasts.

[Vocaroo](#) is an easy to use **audio recording tool** which is available online.

Find how to make your **podcast** at: [Start Your Own Podcast](#)

## Slide development - without audio

Please refer to the website included for more comprehensive detail: [Tips for compiling slides](#)

## Slide development - with audio

Although not encouraged due to the amount of data required to access and view/listen to the slides, using slides with audio is a powerful lecturing tool to use for an online module. This can substitute a lecture.

**How to create a voice narrated PowerPoint:** [click here](#)

**How to use slides for lecturing:** [click here](#)

To further reduce the size of your PowerPoint presentation you can use the following:

**Mac:** File -> Compress Pictures

**Windows:** Info -> Compress Media

## Uploading YouTube and other videos

There are vast amounts of YouTube videos that cover many educational topics that may freely be used for teaching and learning purposes. Once you have sourced suitable videos (**no longer than 6 minutes if possible**), follow the steps below to upload to your module.

[How to upload YouTube videos in Blackboard](#)

[How to embed YouTube videos in Blackboard](#)

## Compiling assignments, assessments and other online activities

Deciding on what assignments and assessments to use, is mostly determined by the type of content that is presented and the learning activity that is required. The key is to rather divide topics or themes into smaller, more manageable assessments or assignments that require less reading and research time online - rather than high stakes assignments and assessments.

- Assignments can be presented in many different formats such as viewing a video followed by a short quiz, to written assignments that require research and analysis, to completing a crossword for example.
- Competency-based assessments may require demonstrations, or practical applications and require careful planning – consult your ID on options and submission possibilities.

- For group projects/assessments, supply evaluation criteria, spell out work division clearly and indicate a possible grade.
- Students should have ample opportunities to review their own performance and assess their learning and this is done with self-tests, journaling or short quizzes that contain built-in feedback.
- Assessments and assignments should have clear, detailed instructions which include detail of date and time of submission, length of document/word count, mark allocation, etc.
- Assessments and assignments should, at a minimum, have a set of criteria used for evaluation, but assignments should be accompanied by an assignment-specific rubric.
- A variety of assessment types can be used ranging from case studies, mind map construction, comparative summaries to well-structured short/er answer questions in a Blackboard test.
- Assessments should require analysis -, critical thinking -, application – and interpretation skills that measure actual insight into the subject matter at hand.
- Assessments and assignments must be clearly linked to the outcomes that need to be achieved.
- A variety of tools are available on Blackboard that can be used for assessment purposes such as; tests (with a selection of 17 different question types), portfolios, journals, blogs, discussions, etc.

## Online communication

**Communication is of utmost importance** for off-campus teaching and learning. It is important for lecturers/facilitators to establish and maintain open communication lines with students by using announcements and discussions, and an ongoing discussion forum for student support. You need to indicate how students can get hold of you; also indicating telephonic availability per day for e.g.: 12h00-14h00, with a contact number. It is impossible to be online 24/7, but **you need to BE THERE**.

## Announcements

Make use of the **Announcement tool** to communicate all important information to students such as updates pertaining to marking, intended Collaborate sessions, upcoming due dates for assignments and assessments.

- Keep Announcements short and to the point
- Include only relevant information and dates
- Do not overuse this tool - as students may stop reading the announcements

## Support forums (discussions)

In fully online teaching and learning, the support forum (Chatroom, Coffee Shop or Café) has proven to be a valuable academic support tool, but even more so, it has assisted in allowing students to feel part of the group.

Using the discussion forum will prevent students from feeling isolated. A (controlled) flow of interaction, assistance and information is experienced as positive by most. If you are able to assist, with a general or Blackboard query, please feel free to do so. Obviously, netiquette guidelines apply when using this tool.

[Click here](#) for a set of netiquette guidelines

## Online lecturing

Online lecturing can be in the format of an audio or video presentation (pre-recorded), with or without accompanying slides, slides with audio included or a real-time Blackboard Collaborate Ultra session for example. You need to determine which method of 'lecturing' is most suited to your content, class size and the outcomes you need to attain.

We do not encourage long online lectures due to factors such as class size (500 students cannot log into your modules simultaneously), internet access and connectivity problems. Rather make short clips (3 – 6 minutes) to explain important concepts which is supplemented by documents containing more content/ learning materials.

### Tips on preparing for a 'lecture'

- Collect all required information before the 'class'.
- Compile a script or an outline of your ideas for your lecture before recording.
- Record short lectures that are organised by topic, idea, or skill.
- Students are more likely to maintain focus and retain key information if videos are short and concise - maximum duration should be approximately 6 minutes (limit the time).
- Upload PDF files, URL links and media that supports the content of your lecture to provide an authentic learning experience.

## Blackboard Collaborate Ultra

As a lecturer/facilitator you can schedule live BB Collaborate Ultra or Microsoft Team sessions for lecture purposes, discussions, feedback sessions and group work, as it uses less data than other tools such as Zoom or Skype. It is suggested that you rather pre-record a (short) session and let students then view in their own time.

### Take note of the following:

- Do a test run and be prepared! It's best to know how this works before you need to use Bb Collaborate Ultra.
- In preparation, make sure you have a good quality webcam and a microphone for use on your laptop/ home computer.
- If you do a virtual session, you need to inform your students of the requirements as well.
- Keep Blackboard Collaborate sessions short.
- You can shorten your online classes by requesting students to prepare by reading notes or compiling questions in advance.
- Schedule your online classes in the same timeslot as the official UJ Class timetable. This will avoid session clashes.
- Record these sessions as this allows for students to recap or view sessions if they missed a session.
- Create a session and send the URL link to the students (an announcement in Blackboard; they will receive an email alert to a session).
- The students merely paste the URL link into a browser to join the session.
- PS: If you need to use the Bb online help, ensure that you select Bb Collaborate Ultra.

# How to create and present a collaborate session

[How To: Blackboard Collaborate Ultra](#)

[Collaborate Sessions](#)

# How to view recorded Blackboard Collaborate Ultra sessions

[Viewing recorded Blackboard Collaborate Sessions](#)

# Blackboard Collaborate Ultra: technical help

[Blackboard Collaborate Technical Help](#)

# The use of Blackboard tools to enhance teaching & learning

A variety of tools are used in Blackboard which you will be required to use, such as My Grades, Tests and Surveys, Announcements, and many more.

[Click here](#) for **Blackboard help videos**

## Discussions

To promote active learning in an asynchronous environment, you may wish to use the **Discussion Forum** that can be used for assignment purposes, groupwork or to deliberate on a particular topic. A discussion is similar to a trail of emails whereby a remark is posted, and a response is added. Students may contribute to an existing discussion or you may start a new discussion, depending on the instructions/brief given.

## How to create a Discussion

[How to create a discussion](#)

### Instructions for a Discussion:

If you need to **join** a Discussion:

- Click on the Discussion link supplied to join the Discussion.
- To start a Discussion, select **Create Thread**, add a comment and **Submit**.

**OR** To **add to an existing Discussion/post**, click on the **THREAD** (in blue), add a **Reply** and **Submit**.

## More information on discussions

[Interacting on Blackboard](#)

## Best practise for discussion postings

For discussion postings, we recommend that you copy and paste from a Word document - right click / Click **Ctrl C** to copy and **Ctrl V** to paste into the textbox provided.

**These are instructions for students when discussing academic postings** - this applies to Blogs, Journals and Wikis as well. Return to the discussion forum and read the answers of your classmates. Select two classmates, reply to their posts and for each one, do the following:

- Expand on, or provide support for an idea that someone else has already made
- Take an opposing position of a classmate and justify it
- Ask questions and probe others to elaborate on ideas
- Introduce theoretical information to the discussion
- Generate new ideas and perspectives that have yet to be brought up
- Bring outside ideas, from other classes or the news, into the discussion
- Seek external information pertaining to the discussion

## Creating and marking assignments on Blackboard

### How to **create an assignment**

[How to create an assignment on Blackboard](#)

### How to **mark online**

[How to mark online](#)

### How to **activate Turnitin** and create a **Turnitin assignment**

[How to activate Turnitin and create a Turnitin assignment](#)

### How to **mark a Turnitin assignment: off-line or online**

[How to mark a Turnitin assignment off-line or online](#)

# Creating assessments/tests on Blackboard

## How to **create an assessment/test**

[How to create a test on Blackboard](#)

[How to create a rubric on Blackboard](#)

## **Blackboard tests:** types of questions

[Blackboard tests: types of questions](#)

## Tips for **compiling multiple choice questions**

[Tips for compiling multiple choice questions](#)

## How to **add images in all the answer options in multiple choice questions**

[How to add images to all answer options in multiple choice questions](#)

## **The Grade Centre**

### How to **'clean'** and **set up** your **Grade Centre**

[How to 'clean' and set up your Grade Centre](#)

### How to **clear an attempt** in the Grade Centre

[How to clear an attempt in the Grade Centre](#)

### How to **add marks manually** in the Grade Centre

[How to add marks manually in the Grade Centre](#)

## How to create a **weighted column** in the Grade Centre

[Grade Centre weighted columns](#)

## **Wikis, Blogs and Journals** - to compile learning materials

### How to **create a Blog**

[Creating a Blog in Blackboard](#)

### How to create a **Journal in Blackboard**

[How to create a Journal in Blackboard](#)

### How to **create a Wiki**

[How to create a Wiki in Blackboard](#)

## **Groups on Blackboard**

### How to create **different types of groups on Blackboard**

[How to set up Groups on Blackboard](#)

## **Support**

[Click here](#) for the contact details of your **faculty Instructional Designer (ID)**

[Click here](#) for **PsyCaD** support

[Click here](#) for the contact details of your **faculty librarian/s**

Contact detail of **CAT helpdesk for uLink and Blackboard**: [uhelp@uj.ac.za](mailto:uhelp@uj.ac.za) or call **(011) 559 3580**